** LESSON PLAN**

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| **SCHOOL** | Primary School “De Weijerwereld” Boxmeer The Netherlands |
| **THEMATIC AREA**  | **How to create/produce a board game about “Re-use – Reduce - Recycle”?** |
| **TEACHER** |  |
| **SUBJECT**  | **A board game about “Re-use – Reduce - Recycle”?** |
|  **AGE GROUP**(approximately) | 11-12 years (primary school min The Netherlands the oldest pupils) |
| **TIME REQUIRED** | One hour |
| **PLACE** | Classroom |
| **LESSON OBJECTIVES** | * Enlarge Cooperation
* Enlarge skills of discussion
* Nature knowledge goals
* Critical thinking
* Language: formulate accurately
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| **REGULAR LESSONS YOU CAN USE** | * Language, for translation in English of course the English lesson
* Biology
* Nature knowledge
* Drawing: you can illustrate the game board if you like, create a nice design, of course the pupils will do this!
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| **CLASS ORGANISATION** | * Pupils work individual
* Pupils work in pairs
* Pupils work in groups
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| **MATERIALS** | Just paper and pencils. For printing the game board paper A3 |
| **ICT TOOLS** | Just WORD. If you like other software to create a game board |
| **PROCEDURELESSON PLAN** | 1. **Preparation:** First tell/explain the pupils that they are going to make a board game TOGETHER. Every pupils will have input.
2. Every **individual pupil** has to think **one (or two) minute(s)** about **one positive quote** concerning “Environment” and formulate this quote. Focus should be on “How did I give a contribution to “Reduce-Reuse-Recycle”. Topic can be “Reduce Waste”, “Saving energy” etc. And, the positive behaviour should be rewarded in terms of “Have another throw” or “Go further two (or more) squares”(things like this).

**Examples**: you were shopping and you packed the things you bought in your own bag. You reduced the production of plastic bags. Well done, go on four squares. 1. After the **two minutes** the pupils form **pairs and discuss** the quotes they both formulated. So a pair of pupils can have one quote together or two different quotes. This discussion takes **maximum 3 minutes.**
2. Then two pairs form **a group of four pupils** and do the same. They discuss for **max. 5 minutes** and **formulate all the quotes of the group**. So it can be that such a group has 4 different positive quotes.
3. Then we have **the same session**s, but now pupils have to formulate **negative quotes**. Again it should take 2-3-5 minutes.
4. So, after let’s say 25 minutes (maximum) the pupils did formulate let’s say about 15 positive and 15 negative quotes, all rewarded in a positive or negative way.
5. The teacher, a trainee or someone else (one of the pupils?) collects all the quotes, **the positive ones in green, the negative ones in red.**
6. **Before this lesson** the teacher (or someone else) **prepared the game board** containing green, red and white squares. You can use tables in **WORD** like this:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Start | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|  |  |  |  |  |  |  |  | 9 |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 |  | 10 |
| 29 |  |  |  |  |  | 37 |  | 11 |
| 28 |  | 46 | 47FINISH |  | 38 |  | 12 |
| 27 |  | 45 |  | 39 |  | 13 |
| 26 |  | 44 | 43 | 42 | 41 | 40 |  | 14 |
| 25 |  |  |  |  |  |  |  | 15 |
| 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 |

1. Then you write all the quotes here below, positive in green, negative in red. These are the game rules.

2: Quote 13: Quote 24: Quote 3 etc1. After this you can print the game and play it.
2. Of course this game can be “used” for different kind of items:
* “Environment in general”
* “Environmental behaviour”
* “Water”
* “Resources”
* Etc.
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| **EVALUATION** | Ask the pupils about the quality of the discussion.Discussion about the quality of the quotes.Can we play the game? Or do we have to re-organise the rules? |
| **ATTACHEMENTS** | -- |